

2020 Annual Report

Fennell Bay Public School



4208

Introduction

The Annual Report for 2020 is provided to the community of Fennell Bay Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Message from the principal

Kaayi (Awabakal call to attention)

Fennell Bay PS celebrates Australia's First Nations Peoples and is proud to learn on Awabakal Country.

2020 has been a year of challenges and achievement for Fennell Bay PS and the world. COVID has impacted the way we educate our children and work. As a leader I have worked tirelessly to provide support and clear expectations for the school community to ensure we are as safe as possible and our collective wellbeing is considered and protected. I have been continually amazed by the resilience and positivity our students have displayed across the year. All staff have banded together, showing collegiality and commitment to ensure ongoing student engagement and learning has occurred throughout 2020. I am proud of our whole school approach to collectively respond to needs and be creative thinkers in dealing with adversity. I can not begin to express the depth of my gratitude to all parents and carers for remaining steadfast in your understanding and support of the decisions made across the year. The 2020 Annual Report is the final report for the 2018-2020 School Plan. Throughout is highlighted growth and areas requiring continued attention.

2020 has shown what is important for developing the new school vision and plan. In closing I would like to share the 2021-2024 School Vision created in collaboration with our community.

Fennell Bay Public School focuses on continual improvement to provide a safe, caring and inclusive learning environment where students and staff grow through quality teaching and support. The school community is founded on strong relationships of integrity and trust.

Nunda Kumba Kumba (Awabakal Thankyou)

Lenise Hollis

Principal

School vision

Active high achieving citizens will be created through progressive teaching, inclusive learning and inspiring leadership.

School context

Fennell Bay Public School has an enrolment of 177 students with 37 Aboriginal students. There are six mainstream classes, plus a support class IM and two Multicategorical classes. The School Executive includes three Assistant Principals and an Instructional Leader. Literacy & Numeracy is our core business with students being enabled and extended through Early Action for Success tiered intervention programs and evidence based practice driving pedagogy. Positive Behaviour for Learning (PBL) has been successfully implemented and has evolved within the school with positive outcomes for students, staff and community.

Nar-un-bah, the SaCC (School as Community Centre) is an integral part of the school and allows families to access both service provision and interagency support. The school is supported by an active P&C who regularly plan fundraising activities. Fennell Bay Public School is successful in its implementation of a safe, caring and inclusive learning environment in which all students have the opportunity to succeed. This plan is a result of consultation between the students, staff and community.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

| Elements | 2020 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture | Sustaining and Growing |
| LEARNING: Wellbeing | Sustaining and Growing |
| LEARNING: Curriculum | Sustaining and Growing |
| LEARNING: Assessment | Delivering |
| LEARNING: Reporting | Sustaining and Growing |
| LEARNING: Student performance measures | Delivering |
| TEACHING: Effective classroom practice | Delivering |
| TEACHING: Data skills and use | Delivering |
| TEACHING: Professional standards | Delivering |
| TEACHING: Learning and development | Delivering |
| LEADING: Educational leadership | Delivering |
| LEADING: School planning, implementation and reporting | Delivering |
| LEADING: School resources | Delivering |
| LEADING: Management practices and processes | Delivering |

Strategic Direction 1

Progressive Teaching

Purpose

Implement a range of evidence based pedagogies to promote collective responsibility for high levels of student improvement through innovative individualised teaching practices.

Improvement Measures

All teaching staff embed Future Focused learning and teaching strategies into their programs.

All staff have a comprehensive understanding and effective application of Explicit Instruction Pedagogy resulting in improved student outcomes.

Embedded systems and processes enable data analysis to make informed decisions regarding the teaching of individual students and the school collectively.

Progress towards achieving improvement measures

Process 1: Future Focused pedagogy - Teachers draw on research to develop and implement future focused teaching and learning strategies.

| Evaluation | Funds Expended (Resources) |
|--|----------------------------|
| <p>Project Based Learning (PBL) has featured across the school plan for the past three years and has incorporated aspects of the general capabilities - knowledge, skills, behaviours and dispositions. Weekly focus lessons and class Project Based Learning activities have reflected students' capabilities when applying knowledge and skills confidently, effectively and appropriately in complex and changing circumstances, in all aspects of their learning.</p> <p>Teachers have developed their understanding of and capacity to embed the 4 C's Communication, Creativity, Collaboration and Critical Thinking of PBL into their teaching practice. PBL will not continue as a School Improvement Plan focus for the next school plan. The expectation is that teachers continue to use PBL as a key teaching and learning strategy.</p> | N/A |

Process 2: Research Informed Pedagogy for Literacy & Numeracy - Teachers implement high quality professional understandings in Literacy & Numeracy pedagogy.

| Evaluation | Funds Expended (Resources) |
|--|---|
| <p>During Term 1 teachers participated in Centre for Education Statistics and Evaluation (CESE) research based professional readings and collegial discussion on Mathematical Discourse, Positive Classrooms, Building Numerical Reasoning and Talk Moves. In Term 2 Teachers attempted to implement Number Talks via remote learning platforms (Dojo/Google Classroom) with limited success due to students engagement online, once students returned to their classrooms teachers continued this focus.</p> <p>A new Maths Team was created to look at the school direction for learning sprints, warm-ups and mathematics instruction. Based on previous NAPLAN results and Progressive Achievement Test (PAT) assessment data - Number and Measurement were identified as areas of development for students K-6. Numeracy sprints were developed to improve student knowledge of key mathematical understandings. Teachers implemented the sprints across the school and targeted intervention was provided by the off class Assistant Principal.</p> <p>Early stage 1</p> | <p>Math Team - teacher release \$2644.56</p> <p>PAT Test purchase \$320.00</p> <p>AP to cover RFF for maths focus - 6 hours / week \$17630.40</p> |

Progress towards achieving improvement measures

Numeracy sprints focused on developing an understanding of number word sequences to 10 and ability to count forwards and backwards between 1-10. 80% of students reached benchmark in the area of number. Numeracy measurement sprints were also created focusing on ordering two or more lengths by direct comparison. 70% of students achieved benchmark in the area of Measurement.

Stage 1

Numeracy sprints focused on ability to count forwards and backwards by 1s and multiples. 45% of students achieved benchmark at this stage. Numeracy Measurement sprints were also created focusing on the use of informal units to measure and compare objects. 50% of students achieved benchmark.

Student's ability to count forwards and backwards by 1s and multiples would be a continued focus for students working at Stage 1 in 2021.

Stage 2

Numeracy sprints had a focus on ability to use place value to read, represent and order numbers up to four digits as well as record numbers using expanded notation. 65% of students achieved benchmark in the area of number.

Numeracy measurement sprints were also created focusing on the use of selecting the appropriate units for measuring length and ability to measure mass in kg and gm. 70% of students achieved benchmark in the area of measurement.

Stage 3

Numeracy sprints focused on creating and continuing number patterns as well as describing, discussing and labelling patterns. Students were required to find specific terms of a number sequence as well as an understanding of early algebraic representations. 60% of students achieved benchmark for Number.

Numeracy measurement sprints were also created on the use of measuring tools to calculate length, area, volume, mass and time. 65% of students achieved benchmark at Stage 3 level.

Students improved their recall of number facts. Students required extensive scaffolding to complete questions that involved more than one process. Students are learning to develop a number of strategies in their toolkit so they can select the most efficient strategy.

A whole school numeracy focus as well as targeted intervention for students will feature in the next school plan.

Process 3: Explicit Instruction - staff adopt an explicit teaching approach to literacy and numeracy with an expectation of improvement across the school.

| Evaluation | Funds Expended (Resources) |
|--|---|
| <p>In Term 1 teachers were surveyed to ascertain each individuals knowledge and implementation of Explicit Direct Instruction (Jo Ybarra) and/or Explicit Instruction (John Fleming). Long term FBPS teachers had extensive training in EI and Engagement Norms which they implemented successfully, new teachers had a varying degree of knowledge and experience in implementation.</p> <p>An Engagement Norms information document was prepared by the Instructional Leader and distributed to staff with supportive professional learning and executive support. Using this information teachers practiced</p> | <p>Additional RFF for teachers \$5,289.12 covered by off class AP IL time</p> |

Progress towards achieving improvement measures

Engagement Norms in their classrooms during term 4 2020.

An Engagement Norms Scope and Sequence was created and implemented: Week 2 - Pronounce With Me, Week 3 - Track With Me, Week 4 - Read With Me, Week 5 - Gesture With Me, Week 6 - Pair - Share, Week 7 - Attention Signals, Week 8 - Whiteboards, Week 9 - Complete Sentences.

The Executive Team completed class walk throughs to observe engagement and EDI strategies in place and supported teachers at the point of need through lesson feedback, mentoring and program support.

All teachers are becoming more confident in their delivery of EDI strategies within their classrooms. This was observed through supervisor check ins and whole staff discussion. All teachers have an understanding of Explicit Direct Instruction and implement the EDI pedagogy to support literacy and numeracy. These practices will continue to be promoted into 2021 to ensure they are embedded as best practice. The Engagement Norms document will be provided to new staff.

Strategic Direction 2

Inclusive Learning

Purpose

All students will be engaged in rich personalised learning that occurs through clear data driven teaching based on a growth mindset inclusive of explicit feedback and targeted goals.

Improvement Measures

All students will have learning goals set for Literacy and Numeracy communicated to all stakeholders.

80% or more of students will demonstrate expected growth in the literacy & numeracy progressions.

35% or more of students will achieve in the top 2 skill bands in NAPLAN for reading, writing & numeracy in Year 3 & Year 5.

Progress towards achieving improvement measures

Process 1: The continued implementation of learning progressions and assessment, and investigation and adoption of alternative assessment, planning and teaching programs - for students with additional needs, to inform differentiated teaching and learning for all.

| Evaluation | Funds Expended (Resources) |
|---|---|
| <p>In Term 1 a teacher survey was completed and identified point of entry for professional learning on use of the Literacy and Numeracy Progressions and PLAN2 to drive differentiated programming and track student progress.</p> <p>All teachers participated in professional learning in PLAN 2 and YARC (York Assessment for Reading Comprehension) administration. At the end of Semester 1, following a length of time where most students were remote learning from home due to COVID-19, all students from year 1 onwards were administered the YARC and data was collected and collated to inform reporting and determine the future teaching focus. Professional learning and ongoing support to implement the assessments and plot students onto the Progressions was ongoing throughout 2020.</p> <p>The results showed that there was a high number of students from years 3-6 who had reading ages that were below their chronological age.</p> <p>As a result of the YARC assessment and Check In Assessment results from year 3 & 5 students vocabulary and comprehension were tracked using the Literacy Progressions.</p> <p>The next school plan will focus on the refinement of an Assessment Schedule and teacher training in assessment, analysis and use of data to inform practice.</p> | <p>YARC training Term 2 week 3 - teacher release for PL \$4,407.60</p> <p>Staff released from class to attend progression sessions conducted in Term 4 with AP - \$4,848.36</p> |

Process 2: Initiatives to engage the wider community in student learning through upskilling, increasing knowledge, skills and strategies, and establishing the culture of high expectations.

| Evaluation | Funds Expended (Resources) |
|--|--------------------------------------|
| <p>COVID 19 challenges prevented community engagement from occurring in the usual ways. Creating new and innovative ways to consult with the community were established during this time. The creative use of technology enabled staff to continue communicating regularly through social media platforms. This included: Playgroup via Zoom, class lessons through Dojo and Google Classroom along with shared photos of student learning. Regular and authentic community feedback was evident through comments shared by the wider community on social media platforms.</p> | <p>Class Dojo licence - \$500.00</p> |

Progress towards achieving improvement measures

Successful community engagement through social media platforms will continue into 2021 through:
Whole school Dojo for communication, Class Dojo for sharing of learning and messages for each individual class and Facebook to celebrate success at Fennell Bay PS.

Process 3: Assessment and learning schedules linked to the individual and collective learning requirements K-6, annually evaluated for teacher delivery efficiency and data effectiveness for student improvement.

| Evaluation | Funds Expended (Resources) |
|--|--|
| <p>Programming & Assessment:</p> <p>Adjusted timetables are embedded into classroom practice to ensure that all students learning needs are met on a daily basis. A programming template was shared through Curriculum Advisor during PL and effectiveness will be further explored 2021.</p> <p>Programming and Assessment Procedures document provided to teachers that outlines the timeline for student goals to be completed and formative assessments required.</p> <p>Whole school literacy and numeracy plan includes. method for identifying students requiring intervention through diagnostic standardised testing methods.</p> <p>2020 Check In Assessment:</p> <p>Students in Yr 3 & 5 completed the Department of Education Check In Assessments in Reading and Numeracy. Below are the school's results in comparison with statistically similar school group. The school achieved higher than SSSG groups in 3 of the 4 assessments. Data was analysed for the Situational Analysis and 2021-2024 school plan.</p> <p>Year 5 Reading: School - 55.4% correct SSSG - 50.7%, Year 3 Reading: School - 51.8% correct SSSG - 49.9%, Year 5 Numeracy: School - 49.8% SSSG - 46.4%, Year 3 Numeracy: School - 43.7% correct SSSG - 53.3%</p> <p>Future Directions 2021.</p> <p>NESA compliant Scope and Sequences to be developed early 2021 in cohort groups.</p> <p>Whole school document created (excel) to track student growth based on literacy and numeracy data collected through assessments and CTJ Consistent Teacher Judgement. Data discussions will be embedded into cohort meetings 2021 to build staff capacity.</p> <p>PL around effective feedback will be sought during 2021.</p> | <p>After school PL - NESA compliant programming through Curriculum Advisor - Lori Beveridge</p> <p>Exec planning - data analysis - \$2203.80</p> |

Strategic Direction 3

Inspiring Leadership

Purpose

Embed a culture of leadership where all staff have high expectations of student engagement, learning, development and success of the entire school community.

Improvement Measures

Visible Learning is embedded and utilised in each classroom to enhance the teaching and learning cycle.

Genuine authentic partnerships throughout entire school community reflecting the school vision.

All staff, and a significant component of the student body demonstrate high expectations of successful learning through their involvement in leadership initiatives, resulting in increased capacity.

Progress towards achieving improvement measures

Process 1: Culture of Leadership - Implement initiatives that develop and enhance a culture of leadership skills for students, staff and community.

| Evaluation | Funds Expended (Resources) |
|--|---|
| <p>Planned leadership opportunities were challenged during 2020 due to staff and students learning offsite, regular programs being interrupted and a new form of learning executed. However the leadership skills required to respond to the challenges of COVID resulted in committed school leaders who provided strong, strategic and effective leadership. As a cohort teachers fostered a school-wide culture of ongoing learning and support which ensured that students continued to engage and achieve success. This was reflected in staff feedback surveys and parent satisfaction in Tell Them from Me (TTFM) survey.</p> <p>Committee structures and leadership roles were refined across the school to reflect strategic directions and the Department of Education Strategic Plan was shared to provide an understanding of vision, purpose, goals, values and performance measures.</p> <p>Student Parliament commenced once student leaders were inducted. This was put on hold during COVID and will again feature in future years to ensure student voice.</p> <p>Executive staff discussed goals and support required for teacher completion of Performance and Development Plans (PDPs). In addition the Executive reviewed the PDP process with SASS staff which included the DoE Strategic Plan and Capability Development Guide. This ensured all staff worked towards goals in their PDP and Leadership opportunities were identified.</p> <p>Future Directions will include a yearly audit of Performance and Development Plans to indicate future professional learning in leadership to develop capacity of staff both at the school level and externally and to strengthen and sustain a shared culture of high expectations. The creation of systems of leadership, innovation and growth will encourage ongoing development of all stakeholders.</p> | <p>Additional RFF for PDP development - \$7933.68</p> |

Process 2: Visible Learning - Professional learning around the principles of Visible Learning.

| Evaluation | Funds Expended (Resources) |
|---|---|
| <p>Additional Professional learning and upskill of new staff around the principles of Visible Learning was suspended due to COVID limitations and the</p> | <p>Staff PL - professional readings</p> |

Progress towards achieving improvement measures

prioritisation of the Situational Analysis. As an alternative staff participated in professional learning in CESE What Works Best Staff Toolkit. Teachers completed the toolkit and reflected upon their own practice within the eight themes: High Expectations, Explicit Teaching, Effective Feedback, Use of Data to Inform Practice, Assessment, Classroom Management, Wellbeing, Collaboration.

Overall findings showed that Effective Feedback and Use of Data to Inform Practice were the two themes that ranked lowest in the teacher self-assessment scores. Whereas teachers were critical of their own practice in providing effective and timely feedback to students, a common theme from answers showed that teachers believed the use of data was an area of need that required a whole school approach for greater consistency and purpose. These areas have been considered when planning for future professional development and whole school assessment processes. Two other areas for consideration in the 2021-2024 School Improvement Plan are High Expectations and Collaboration. Greater teacher awareness and training, as well as mentoring and classroom-level support, will be included to increase teacher knowledge of the method for promoting High Expectations. Furthermore, a greater amount of time in both structured and unstructured settings, will be given to allow teachers to collaborate professionally.

AP analysis of data for Situational Analysis - \$2203.80

Process 3: Professional Learning - promote the professional learning of all staff by creating a culture where teachers and leaders collaboratively learn from each other, with the shared goal to enhance student outcomes.

| Evaluation | Funds Expended (Resources) |
|---|---|
| <p>Teachers undertook combined professional learning with Anita Chin Inspired Mathematics Teaching and Cardiff North PS. The focus was to develop a consistent whole-school approach based on Anita's Primary Mathematics Framework: leading a whole-school approach to maths, teaching the full range of learners, syllabus knowledge, scope and sequence writing, structuring high-quality lessons and observational assessment.</p> <p>Staff engaged in professional learning on how to collaborative and communicate using the MS teams platform. This was used successfully throughout off site learning for staff meetings and professional learning.</p> <p>Due to the restrictions placed on schools by COVID opportunities for external professional learning were limited to an online learning platform. To work within parameters teachers and SLSOs completed the OLT Dyslexia and Significant Reading Difficulties course via MS Teams and the OLT platform.</p> <p>This course focused on inclusive practices and the development of knowledge, understanding and skills to support students with dyslexia and significant difficulties in reading. Staff explored a range of adjustments to meet the needs of students and learnt how to individualise reading programs and learning across the curriculum. This whole school approach ensured all staff were trained in effective strategies for teaching reading and providing additional support.</p> <p>Collaboration and leadership opportunities were established through the revamp of the Positive Behaviour for Learning Team. This included new staff taking on roles such as PBL Team Leader and Data Analyst with a focus on data to inform decisions and refinement of PBL processes such as Behaviour Expectations and Sentral recording. The PBL team regularly provided training to staff and updates on school-wide directions based on data to ensure staff understanding and support. Incident review reflects a marked reduction in playground incidents and suspension >70%.</p> <p>In addition Leadership roles were provided to aspiring executive through the Maths Team and Situational Analysis. Teachers assisted executive to collate and review data sources to determine future directions for mathematics and</p> | <p>Specialist PBL coordinator to provide expertise and leadership support - \$3526.08</p> <p>PBL Team Release - \$11222.80</p> <p>PL funds for Anita Chin professional learning with Cardiff North P.S - \$3000.00</p> <p>Beginning Teacher funds - \$1763.04</p> |

Progress towards achieving improvement measures

staff professional learning and collaboration.

Beginning teacher funds were used to provide additional release for collaboration and mentoring opportunities with the Instructional leader and Assistant Principal. New staff successfully completed L3 training, assessment and reporting, classroom management and met PDP and NESATPL requirements.

| Key Initiatives | Resources (annual) | Impact achieved this year |
|-------------------------------|--|--|
| Aboriginal background loading | Aboriginal Background (staffing and flexible) Equity Loading \$85077 | <p>Aboriginal Education continues to be a key priority for the school. Although COVID did not allow for community activities on site, the Aboriginal Education Committee successfully achieved many planned activities as summarised below:</p> <p>Terri-Lee Darcy was employed as an additional AEO to teach Awabakal Language across the school - 1 day per week.</p> <p>Aboriginal Education Meetings led by AEO Annissa Harwood continued throughout the year with the support of the lead teacher Rachael Valentine.</p> <p>NAIDOC celebrations planned in consultation with community were held at the scheduled time and also in Term 4. Activities included Possum Skin Cloak knowledge sharing session, Reptile Park visit, Awabakal language through song, puppets and Yidaki with Uncle Amos Muurung Marai.</p> <p>The Yarning circle was completed and visited by Tim McCallum Executive Director Regional North and Fiona Walsh Director Educational Leadership Lake Macquarie West.</p> <p>Awabakal language resources were provided for each student as part of Home Learning Pack.</p> <p>All students were added to Goal Hub for their Personalised Learning Pathways.</p> <p>Awabakal Language and Aboriginal stories were recorded and shared on Dojo / Google Classroom by Aunty Niss.</p> <p>Weekly language lessons continued across the year and language was used at Assemblies by teachers.</p> <p>An Aboriginal Literacy, Numeracy and attendance award was added to Presentation Day certificates.</p> <p>Aunty Niss was an active participant in classrooms supporting teachers and students and reading Aboriginal stories with K-2 students.</p> <p>Google survey was created for Aboriginal parents to seek feedback for situational analysis.</p> <p>Future Planning</p> <p>School Improvement Plan 2021-2024 includes ongoing consultation and collaborative planning with AEO, Aboriginal Team Coordinator and parent team.</p> <p>Scope and sequence for Awabakal language</p> |

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| Aboriginal background loading | Aboriginal Background (staffing and flexible) Equity Loading \$85077 | <p>to include guest speakers and off site visits onto country.</p> <p>Community weaving to commence with Aunty Niss</p> <p>All teachers use Goalhub and communicate with families to set goals. Family Goalhub session in the library.</p> <p>Boomerang Mountain working bee.</p> <p>Yarning Circle opening ceremony.</p> <p>Aunty Niss to create stories for the kinder transition group Dojo.</p> |
| Low level adjustment for disability | Low Level Adjustment for Disability (staffing and flexible) Equity Loading \$76330 | <p>An AP Wellbeing position supported students requiring extensive adjustments in the mainstream.</p> <p>AP Wellbeing provided professional learning and developed Risk Management plans and Individual Education Plans with teachers.</p> <p>All classes have a timetable with adjustments placed in casual folders and utilised as evidence for the National Consistent Collection of Data.</p> <p>Student profile builder and the Department of Education Personalised Learning and Support Signposting Tool was utilised by teachers.</p> <p>A Learning and Support & Wellbeing flowchart was created for COVID learning from home to ensure student wellbeing was monitored and families were provided support when needed.</p> <p>Access Requests completed for students requiring IFS or support class placement.</p> <p>An updated Learning and Support Team (LST) flowchart was created with school counsellor and LST</p> <p>LST referral form and exchange of information form disseminated and in use.</p> <p>Future Planning</p> <p>Reports provided by parents for students with disabilities to be kept in a central location determined by LST.</p> <p>Disability Confirmation Sheet spreadsheet created which includes diagnosis to assist with personalised planning, funding support and support class placement.</p> <p>List of caseworkers and external agencies accessible by LST.</p> <p>Student Support Officer (SSO) to be employed to support Wellbeing and LST.</p> |

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|--|---|---|
| <p>Low level adjustment for disability</p> | <p>Low Level Adjustment for Disability (staffing and flexible) Equity Loading \$76330</p> | <p>LST to be extended to include the School as Community Centre Facilitator, Aboriginal Education Officer, Chaplain, SSO and all Assistant Principals.</p> <p>LST processes and practices to be refined including allocation of Learning & Support Teachers and Student Support Officer.</p> |
| <p>Quality Teaching, Successful Students (QTSS)</p> | <p>QTSS Funds \$34893</p> | <p>QTSS time was allocated to Assistant Principals to support teachers through professional learning, coaching and mentoring. The goal was to enhance professional practice by using evidence-based strategies to improve the quality of classroom teaching including collaboration, mentoring and reflective practice.</p> <p>Teacher Professional Learning Schedule was linked to professional standards and included evidence based strategies.</p> <p>Assistant Principals led stage groups through and Strategic Direction teams.</p> <p>The Instructional Leader / AP created a Hub of Literacy and Numeracy resources and readings for staff accessible through Sharepoint.</p> <p>All staff complete training in the Disability Standards for Education.</p> <p>The Assessment Schedule was reviewed and tiered assessment tools were identified in consultation with Assistant Principal Learning and Support Shirley Ison.</p> <p>Future Planning</p> <p>Opportunities for collaboration and professional dialogue will be embedded throughout the Professional Learning Schedule. Through a combination of whole school and cohort meetings, K-2, 3-6 and Special Education, teachers will explore and share evidence-based professional learning, knowledge, academic research and access expertise within the school.</p> <p>Individualised co-teaching and co-planning is provided by the Instructional Leader, Learning and Support Teachers, Aboriginal Education Officer and Principal to support teachers.</p> <p>Emerging leaders and expert teachers in the school and across the network are identified and enabled to lead professional learning initiatives to foster collective efficacy.</p> <p>Teachers' Professional Development Plans are supported by a coordinated whole school approach to developing professional practice, informed by research. Whole school analysis of the teaching staff identifies strengths and gaps, with planning in place to build capabilities and source teachers with particular expertise to improve student</p> |

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|---|--|--|
| Quality Teaching, Successful Students (QTSS) | QTSS Funds \$34893 | learning outcomes. |
| Socio-economic background | \$252081.00 teacher to cover AP and SLSO employment | <p>The equity loading for socio-economic background supported funding of activities to meet the learning needs of all students and ensure students in equity groups were achieving on par with their peers. Activities to support student learning and wellbeing are identified below:</p> <p>School Learning Support Officers employed via an external Expression of Interest to support class teachers implement adjustments for students with high support needs. This ensured students requiring support regardless of diagnosis or individual funding were provided for through school equity funds.</p> <p>Funds supported the Assistant Principal (AP) Wellbeing position.</p> <p>The Executive team liaised with teachers to review student and teacher needs to determine additional staffing ie SLSOs, teacher.</p> <p>Staff utilised the literacy assessments from the OLT course to support formative assessment of all students.</p> <p>Future Planning:</p> <p>Employment of SLSOs in each classroom to ensure students with additional needs are well supported.</p> <p>Funds to allow an Assistant Principal off class to provide Instructional Leadership 3-6 and respond to student wellbeing needs.</p> <p>Additional Learning and Support Teacher to be employed to enhance outcomes for students requiring additional support in literacy, numeracy and wellbeing.</p> |
| Early Action for Success | \$100401.00 PLAN2 data Summative data analysis | <p>Early Action for Success aimed to improve students' performance through targeted support. The Instructional Leader worked with teachers K-2 and tailored interventions to address student needs. Approaches include peer observations, structured feedback and 1:1 mentoring and coaching in specific aspects of pedagogy. 2020 student progress is outlined below:</p> <p>Week 38</p> <p>Kinder 92% at or above end of year benchmark. Two students achieving beyond end Year 2 benchmark expectation.</p> <p>Year 1 56% at or above end of year benchmark. 18% just below.</p> <p>Year 2 80% at or above end of year benchmark.</p> |

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|--|---|--|
| <p>Early Action for Success</p> | <p>\$100401.00</p> <p>PLAN2 data</p> <p>Summative data analysis</p> | <p>Stage 1 L3 Language, Learning and Literacy training completed for 2020 via Microsoft Teams with teachers presenting their journeys to peers, Instructional Leader and the NSW state trainer.</p> <p>Future Directions</p> <p>Data will continue to be monitored and analysed every 5 weeks.</p> <p>Team discussions and data updates will take place at stage meetings regularly throughout each term.</p> <p>Year 2 cohort 2021 will need significant intervention in order to support students and teachers.</p> <p>Whole school focuses will be on comprehension and vocabulary acquisition and use.</p> <p>Additional support will be sought through the employment of a speech therapist for kindergarten students.</p> |
|--|---|--|

Student information

Student enrolment profile

| | Enrolments | | | |
|----------|------------|------|------|------|
| Students | 2017 | 2018 | 2019 | 2020 |
| Boys | 85 | 89 | 94 | 88 |
| Girls | 76 | 80 | 86 | 89 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2017 | 2018 | 2019 | 2020 |
| K | 85.8 | 96.4 | 87.6 | 82.1 |
| 1 | 87.6 | 89.2 | 90.5 | 84.9 |
| 2 | 91.5 | 92.4 | 85.9 | 81.2 |
| 3 | 90.5 | 91.6 | 90.7 | 83.7 |
| 4 | 92.4 | 88.9 | 91.8 | 83.3 |
| 5 | 93.2 | 89 | 89.9 | 80 |
| 6 | 91.9 | 89.8 | 84.7 | 82.5 |
| All Years | 90.4 | 90.9 | 88.6 | 82.4 |
| State DoE | | | | |
| Year | 2017 | 2018 | 2019 | 2020 |
| K | 94.4 | 93.8 | 93.1 | 92.4 |
| 1 | 93.8 | 93.4 | 92.7 | 91.7 |
| 2 | 94 | 93.5 | 93 | 92 |
| 3 | 94.1 | 93.6 | 93 | 92.1 |
| 4 | 93.9 | 93.4 | 92.9 | 92 |
| 5 | 93.8 | 93.2 | 92.8 | 92 |
| 6 | 93.3 | 92.5 | 92.1 | 91.8 |
| All Years | 93.9 | 93.4 | 92.8 | 92 |

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

| Position | FTE* |
|---|------|
| Principal(s) | 1 |
| Assistant Principal(s) | 3 |
| Classroom Teacher(s) | 8.27 |
| Literacy and Numeracy Intervention | 0.32 |
| Learning and Support Teacher(s) | 0.5 |
| Teacher Librarian | 0.4 |
| School Administration and Support Staff | 5.92 |

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

| Staff type | Benchmark ¹ | 2020 Aboriginal and/or Torres Strait Islander representation ² |
|----------------|------------------------|---|
| School Support | 3.30% | 6.30% |
| Teachers | 3.30% | 2.80% |

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

| | 2020 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 188,163 |
| Revenue | 3,120,405 |
| Appropriation | 3,092,935 |
| Sale of Goods and Services | 12,141 |
| Grants and contributions | 15,163 |
| Investment income | 165 |
| Expenses | -2,996,407 |
| Employee related | -2,759,644 |
| Operating expenses | -236,763 |
| Surplus / deficit for the year | 123,998 |
| Closing Balance | 312,161 |

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

| | 2020 Approved SBA (\$) |
|-------------------------|-------------------------------|
| Targeted Total | 108,868 |
| Equity Total | 413,488 |
| Equity - Aboriginal | 85,077 |
| Equity - Socio-economic | 252,081 |
| Equity - Language | 0 |
| Equity - Disability | 76,330 |
| Base Total | 1,940,506 |
| Base - Per Capita | 49,082 |
| Base - Location | 0 |
| Base - Other | 1,891,424 |
| Other Total | 457,466 |
| Grand Total | 2,920,328 |

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Consultation and Voice

Aboriginal Education Survey

In semester 2, staff and community were asked to complete online surveys to provide insight into

A) Teacher reflection on how Aboriginal Education is currently embedded into teaching and learning within the school, and

B) Gather feedback from the school's Aboriginal parent/community on the current inclusion of Aboriginal cultural perspectives across the school.

Findings:

Parents and carers ranked their satisfaction with overall learning at school an average of 4.4 out of 5. Their average ranking for the teaching of Aboriginal perspectives at the school was 3.8 out of 5. This shows that there is some room for growth in the school's current Aboriginal Education practices. 40% of parents and carers said they would like to be a part of the Aboriginal school planning, and the remaining 60% responded with 'maybe'. This shows that all Aboriginal parents/carers surveyed were open to having a voice in future planning for Aboriginal perspectives within the school, however it may require providing alternative options for involvement. This is important to note for future community consultation and partnerships.

Parent Voice TTFM Survey

Overall, parent responses to the TTFM survey were positive and ranked above the NSW Government Norm.

Parents feel welcome - School Mean (NSW Govt Norm) 8.1 (7.4)

Parents are informed - School Mean (NSW Govt Norm) 7.8 (6.6)

Parents support learning from home - School Mean (NSW Govt Norm) 7.4 (6.3)

School supports learning - School Mean (NSW Govt Norm) 7.8 (7.3)

School supports positive behaviour - School Mean (NSW Govt Norm) 7.9 (7.7)

Safety at school - School Mean (NSW Govt Norm) 7.7 (7.4)

Inclusive School - School Mean (NSW Govt Norm) 8.2 (6.7)

In regards to Educational Aspirations 78% of parents expected their child would complete Year 12. 61% were unsure if their child would go to University and 61% were unsure if their child would attend TAFE.

Staff Consultation:

Due to the length of time (6 years) between Teacher TTFM surveys, it is difficult to ascertain any trends. For this reason, further staff voice was collected via internal measures.

Following on from CESE Teacher Reflections and the Teacher survey results from Tell Them From Me, a process of informal interviews between a classroom teacher and other staff were conducted over the course of two days. Teaching and classroom support staff were offered the opportunity to volunteer and be part of the process, and those who responded were given four, open-ended questions through which they could voice their opinions and ideas. These staff were then given time off class to spend answering the questions in an open-ended, conversational 'interview'. 9 staff out of 21 (43%) of current teachers and support staff (SLSOs and AEO) volunteered to be part of the process.

Findings: Staff are very keen for an opportunity for more collaboration across the whole school. Some staff are seeking further collegial communication and professional dialogue. Staff are seeking further opportunities to share ideas and support in programming, wellbeing and Aboriginal Education.

Student Consultation:

Tell Them From Me Survey 2020 shows an upward trend in student Sense of Belonging, for both Aboriginal and non-Aboriginal students. However, there has been a significant drop in student response about staff high expectations of

students which will need to be a future focus for professional development and whole school initiatives.

Following on from the Tell Them From Me student survey results, deeper student consultation was sought through student interviews. These interviews were conducted by the school student leader. The school leader was supported to create six questions that reflected some of the data identified in the 2020 TTFM survey, such as "Positive Behaviour at School" and "Expectations for Success".

Key Finding: When asked "Do you think the teachers and staff at the school thinking learning is important?" 17 out of 18 students answered "yes". When probed, 30% of students could not provide an answer and 30% said "to get a job". This may also be impacted by the Educational Aspirations of parents reflected in the TTFM survey and teacher depth of knowledge on how to foster high expectations, as evidenced through the CESE staff toolkit responses.

High expectations will feature in the new school plan to ensure a shared vision and high expectations are displayed across the school community.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.